

AIMS

Anger & Irritability Management Skills

ONLINE PROGRAM

A Facilitator's Guide



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INTRODUCTION

Anger is a natural human emotion. But experiencing anger too frequently, too intensely, or for too long can lead to health problems, damaged relationships, difficulty at work, or even legal issues. The [Anger and Irritability Management Skills \(AIMS\) online program](#) is a free self-help course that's designed to help Veterans who are struggling and experiencing the negative consequences of anger and irritability. It was developed by VA's Office of Mental Health and Suicide Prevention.

ABOUT THIS GUIDE

While AIMS is designed to be a self-management online program, research has shown that Veterans do better and learn more from online courses if they have support. This facilitator's guide is intended to assist anyone who would like to support Veterans as they learn the content and skills that the AIMS online course teaches.

As behavior change can be challenging, this tool offers talking points and suggestions for facilitating engagement and promoting learning. This guide is **not intended** to train the facilitator in delivering cognitive-behavioral therapy, and it does not offer support for the AIMS mobile app. Finally, understanding what is included in the course and how the course is structured is key to effectively working with Veterans. Thus, we cannot emphasize enough the benefits of becoming familiar with the course prior to beginning work with others.

Section One: All facilitators should start here. This section will help you:

- Become familiar with the AIMS online program.
- Understand who may be a good candidate to take this course.
- Know how to introduce AIMS to Veterans and follow up on their progress.

Section Two: This section provides more detailed module-by-module follow-up and support for facilitators who will see their clients/patients on an ongoing basis.

AIMS Mobile App

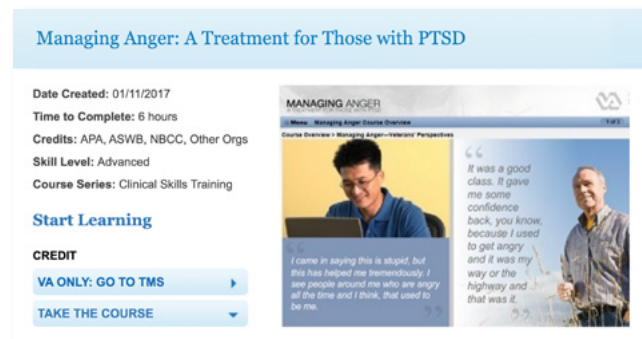
The [AIMS for Anger Management app](#) is available for both Android and Apple (iOS) devices. The National Center for PTSD created the app to complement the online course. However, the app and course are separate entities and do not “talk” to each other in any way. For example, worksheets completed online do not appear in the app.



For those using the online course, the app is an on-the-go way to use AIMS exercises and tools in the moment they’re needed most. It can serve as a mobile resource for tracking anger episodes, providing easy access to key lesson content, practicing breathing exercises, and having quick access to an Anger Control Plan. There are suggestions in the online course for how best to use the app.

Managing Anger TMS Course

A VA Talent Management System (TMS) course is available to learn more about the cognitive-behavioral strategies for managing irritability and anger for Veterans with PTSD. The 6-hour course is designed for mental health providers who are interested in delivering a 12-session group treatment for Veterans with PTSD and anger issues. Those who take the Managing Anger course, developed by the National Center for PTSD, are eligible for continuing education (CE/CME) credits. Learn more at this link: www.ptsd.va.gov/professional/continuing_ed/managing_anger_tx.asp.



SECTION 1

INTRODUCING AIMS TO VETERANS

The first section of this guide offers a summary of AIMS, as well as tips for introducing the online program to Veterans and others who may benefit from its lessons.



ABOUT AIMS

WHAT IS THE BASIS OF THE AIMS ONLINE COURSE?

AIMS is an eight-module online self-help course that is based on the highly effective Substance Abuse and Mental Health Services Administration ([SAMHSA](#)) [Anger Management Participant Workbook](#)¹ that is widely used throughout VA. Thousands of Veterans have improved their lives by learning to better manage their anger and irritability through practicing the skills taught in this course.



Watch: In this brief video, SAMHSA Workbook co-author Dr. Patrick Reilly explains the AIMS program to Veterans. As a facilitator, you can touch upon the benefits mentioned by Dr. Reilly, or you can watch the video together.

What Does AIMS Teach?

The online course provides participants with cognitive-behavioral tools to manage problematic anger and irritability. All eight modules include the following components:

Engagement/motivation: Inspirational quotes and Veteran Mentor stories are included in every module to help engage and motivate participants.

Psychoeducation: Participants gain an understanding of anger (e.g., myths, habitual responses, triggers, warning signs) and the rationale behind cognitive-behavioral anger management tools.

Tools: From self-assessments to self-monitoring to practicing cognitive-behavioral skills, each module includes specific tools for managing anger and irritability.

1. Reilly, P.M., Shopshire, M.S., Durazzo, T.C., & Campbell, T.A. Anger Management for Substance Use Disorder and Mental Health Clients: Participant Workbook. SAMHSA Publication No. PEP19-02-01-002. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2019.

AIMS Is Designed to Help Participants:

- Control reactions to irritating events.
- Avoid the negative consequences of getting too angry.
- Get along better with others.

WHAT'S IN AIMS?

The first step toward recommending AIMS is becoming familiar with its contents and how it works. The following information offers a brief overview, and you can also use this section to help a Veteran become familiar with the course. As you'll see, each module offers engaging content presented through videos, animated characters, and interactive features.

AIMS Veteran Mentors

One of the greatest strengths of the AIMS course is the inclusion of Veteran Mentors. The Mentors vary in age, gender, military experience, and reasons for participating in an anger management course.

Taking some time to review the Mentors' backstories with the Veteran can enhance the credibility of the AIMS course, as well as increase their motivation to give it a try. Read their bios and click the images to watch snippets of what they have to say.



Frank Campbell, Army Veteran. Struggled with problems related to trusting others. Emphasizes the importance of persistence and practice in getting the most out of AIMS.



Laquita Holloway, Army Veteran. Experienced "hairline" triggers when people would talk about her, and while driving in traffic. Describes needing to pull over to cry. In other clips, Laquita describes many of the body, thought, and behavior tools that helped her.



Steve Wiegart, Marine Corps Veteran. Struggled with anger related to combat trauma and PTSD. Describes the AIMS cognitive tools that helped him change his thinking patterns.



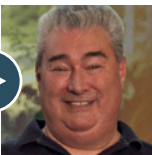
Mary "Katie" Weber, Army Veteran. Suffered through anger related to feelings of abandonment. Anger management helped her to recognize that anger was preventing her from understanding and exploring other feelings.



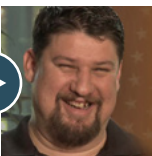
Robert Adair, Army Veteran. Experienced a lot of negative self-talk, felt alone in his struggles with anger, and had begun eliminating many people out of his life. Says the AIMS program gave him the knowledge that "I'm not alone and that I wasn't crazy."



David Hawley, Marine Corps Veteran. Understood that he couldn't deal with people and chose to stay away from others. AIMS taught him to take time outs—walk away, cool down, and then return to straighten things out. Says he took the course three times before it all really clicked.



Ray Manzano, Army Veteran. Isolated himself from his family and blew up at the littlest things. Could tell when he was scaring his family. AIMS helped him to address his anger and PTSD.



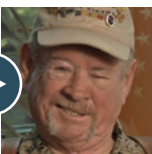
Matt Jensen, Marine Corps Veteran. Experienced anger that went from zero to 60. Found that the self-talk tool helped him to identify the potential consequences of his anger and to make good decisions.



Larry Kozlowski, Marine Corps Veteran. Experienced conflict with family members. Was able to use the AIMS Anger Meter and conflict resolution tool to effectively manage the situation rather than explode or become violent.



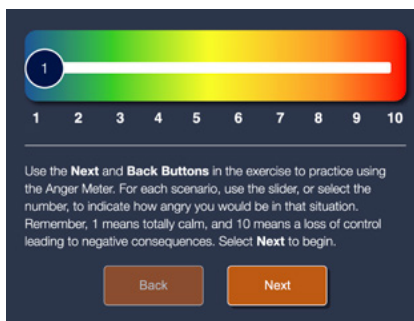
Jim O'Neil, Army Veteran. Struggled with road rage and people coming into his space. Now uses cognitive and behavioral tools to manage his anger. For example, he uses the mantra, "Don't let a stranger rent space in my head," as well as the behavioral techniques of slowed breathing and time out.



Dennis Keefe, Vietnam Navy Veteran. Took the course a couple of times and still attends an advanced anger group. Says AIMS works, but it takes time and you have to participate. "If you want it bad enough, it will work for you."

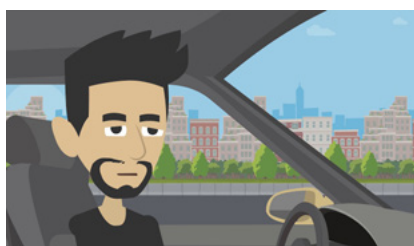
Interactivities

In addition to Veteran Mentor videos, the AIMS course presents lessons through engaging interactive features. One interactive feature, the Anger Meter, is a key tool participants use during the course to become more aware of their anger and monitor its intensity.



Animated Character Demos

The animated characters, Scott, Brian, Marian, and George, demonstrate many of the anger management concepts and tools taught in the AIMS course.



Learning Log

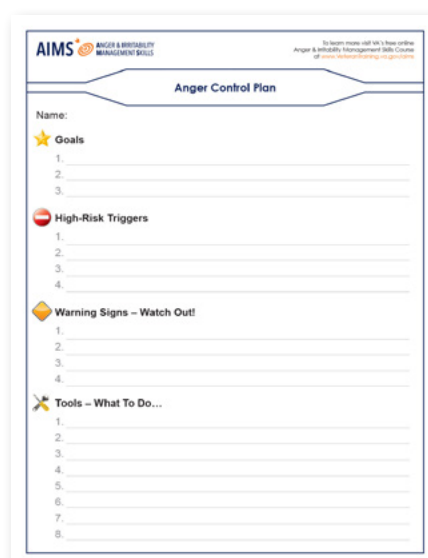
Each module encourages participants to review and then complete a Learning Log to track their anger patterns and to practice skills and techniques learned throughout the course.



Anger Control Plan

Having a personalized Anger Control Plan is an essential tool for Veterans when completing the AIMS online course. A good Anger Control Plan includes information on goals, triggers, warning signs, and specific tools. It helps to pull together what has been learned in one place.

Example Anger Control Plans are available in the course's "Resources" folder (see [AIMS Navigation on page 10](#) of this guide). Every example plan starts with clear personal goals for managing anger and irritability.

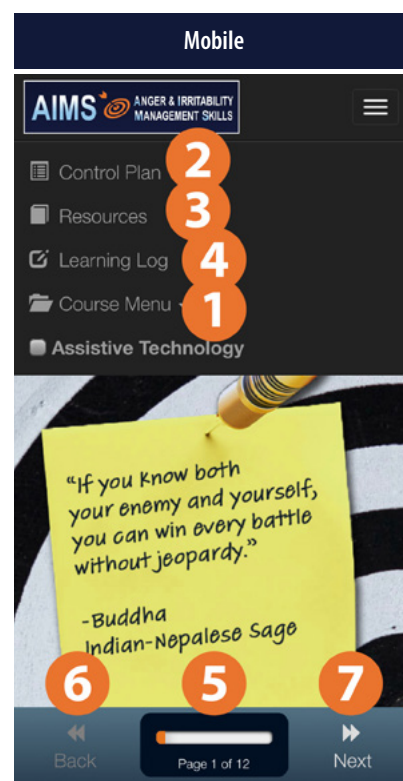


AIMS NAVIGATION

The course navigation is self-contained in the browser window that launches after clicking the "Start Here" button on the Veteran Training [AIMS web page](#).

- 1 Menu:** The Menu button is used to change modules. Veterans should be encouraged to complete the course in order.
- 2 Control Plan:** Veterans can access the Anger Control Plan they build during the course at any time by selecting this tab.
- 3 Resources:** The Resources button opens a new browser window that contains links to all course videos, interactivities, and documents. The Documents folder includes example Anger Control Plans, as well as a printable plan, printable Learning Log, and several helpful tip sheets.
- 4 Learning Log:** Veterans can access their course Learning Log at any time by selecting this tab.
- 5 Progress Bar:** Progress through a module is displayed in this bar.
- 6 Back:** The Back button is used to navigate back one page in the course.
- 7 Next:** The Next button is used to navigate forward one page in the course.

To learn more about how the AIMS mobile app works, visit: ptsd.va.gov/appvid/mobile/aims_app.asp.



AIMS AT-A-GLANCE

Module	Title	# of Slides	Objectives
1	Getting Started Managing Your Anger	12	<ul style="list-style-type: none"> • Explain the importance of understanding and monitoring anger • Explain the role of thoughts, behaviors, and bodily reactions during the experience of anger • Introduce three important skills taught in AIMS: Deep Breathing, Anger Meter, and Learning Log
2	Understanding Your Anger	22	<ul style="list-style-type: none"> • Dispel myths about anger • Describe what makes people angry and when anger becomes a problem • Explain anger's short-term payoffs versus long-term consequences • Introduce the parts of an anger episode • Prompt participants to record triggers and warning signs in their Anger Control Plan • Introduce the concept of anger influencers
3	Breaking the Aggression Cycle	16	<ul style="list-style-type: none"> • Reinforce the importance of understanding your triggers and warning signs • Explain the aggression cycle and how to break it • Introduce the components of the Anger Control Plan
4	Behavioral Tools to Manage Your Anger	17	<ul style="list-style-type: none"> • Reinforce the importance of recognizing triggers and warning signs • Explain how and why behavioral tools work to reduce anger • Practice three tools: Timeout, Deep Breathing, Muscle Relaxation
5	Cognitive Tools to Manage Your Anger	19	<ul style="list-style-type: none"> • Demonstrate how your thoughts about a situation affect how you feel about it • Explain how and why cognitive tools work to reduce anger • Introduce the A-B-C-D Model, Thought Stopping, and Self-Talk
6	Conflicts and Communication	16	<ul style="list-style-type: none"> • Define different communication styles (aggressive/hostile, passive/avoidant, assertive/respectful) • Explain short-term and long-term outcomes of ineffective communication styles • Explain the benefits of an assertive/respectful communication style • Introduce, explain, and practice the Conflict Resolution Model
7	Your Anger Control Plan	14	<ul style="list-style-type: none"> • Define the components of an Anger Control Plan • Demonstrate the development of a personalized plan • Encourage participants to finalize, save, and use their self-tailored plans
8	Making It Work	8	<ul style="list-style-type: none"> • Encourage ongoing work to maintain and improve anger management skills • Explain the need to plan for challenges and setbacks • Identify additional resources or support

RECOMMENDING AIMS

WHAT SHOULD I CONSIDER BEFORE RECOMMENDING AIMS?

Before recommending AIMS, it is important to determine if an online self-help program is a good fit. Important factors include:

Clinical Considerations

- **Crisis situations**—Safety issues must be addressed using the appropriate protocols for your setting and license, before starting or using AIMS.
- **Unstable psychiatric conditions**—Consider medical stabilization prior to starting the AIMS course.
- **Sensory impairments**—AIMS can be used by people with sensory impairments (e.g., blind, deaf) and works with most assistive technologies and devices.
- **Concurrent treatments**—Check with the Veteran's treatment team to see if AIMS can complement treatment.
- **Reading level**—Most of the AIMS course content does not exceed a seventh grade reading level.

Technical Considerations

- **Access to computers/tablets**—The AIMS online course has been updated to work on any kind of computer or mobile device with access to the internet. Veterans without internet access or technology can be referred to a VA social worker for a [Digital Divide Consult](#) to determine their eligibility for programs that can help them get connected.
- **Browser Cookies**—To save information and progress through each AIMS module, browser cookies must be enabled. If the Veteran plans to use a public computer (library or at VA), deleting cookies is recommended after each session. Advise the Veteran to print their Learning Log and Anger Control Plan, and then use the browser's search function to look up "How to delete browser cookies" and follow the steps shown. Alternatively, the Veteran can work with pen and paper by accessing the printable course documents in the Resources folder, located at the bottom of every AIMS page. (See [AIMS Navigation on page 10](#).)

Motivational Considerations

Motivation for change is as important for AIMS as for other mental health interventions. Before recommending AIMS, consider reviewing the following with the Veteran:

Reasons for addressing problematic anger

- Distress level
- Negative consequences of anger/irritability
- Role of family and friends in seeking care

Hopes and values

- Benefits/reasons for changing
- Gaining tools to meet desired life goals

Requirements for change

- Commitment to engage with the material
- Practice, practice, practice

Support for change

- Enlist support of partners, family, and friends
- Learn about public commitments (whether verbal/written documentation is needed)

Fit with other treatments or interventions

- Concurrent: Determine if AIMS can support co-occurring treatment
- Sequential: Determine if AIMS should precede or follow other treatments. For example, improved anger management (i.e., emotion regulation) may increase the likelihood of participating in trauma-focused treatment

Level of Support Considerations

Those who may need higher levels of support in completing the AIMS course include:

- Veterans who prefer face-to-face sessions
- Veterans who are unable to complete the modules on their own
- Veterans who are not improving on their own

Lower levels of support may be more appropriate for:

- Veterans who are familiar with online learning
- Veterans with mild to moderate anger problems

Even with low levels of support, clinicians should review the Veteran's Learning Logs and introduce the other resources available in the course. If possible, it may be helpful to have three or four scheduled calls or sessions to determine how well the Veteran is completing the Learning Logs, practicing the tools, and putting elements together in an Anger Control Plan. See [Section 2](#) of this guide for detailed module-by-module recommendations for providing both low- and high-level support for the AIMS online program.

Clinical Context Considerations

Primary care—In primary care or other settings with limitations on session length (e.g., 30 minutes) or quantity (e.g., one visit), where anger is a presenting concern but not the primary focus of the visit, consider briefly providing a recommendation to access the course for independent study (“prescribe” AIMS), demonstrate where and how to access the course online, and provide the Veteran with fact sheets and promotional materials to take home. Promotional materials are available here: www.veterantraining.va.gov/aims/media.asp.

Group settings—For an anger management group using the AIMS online course, consider assigning one or two modules to be completed prior to each group session. In-session discussions can revolve around the development and implementation of the group’s Anger Control Plans, review of key topics from the modules, practice of new skills, and provision of peer support.

Residential programs—In residential programs, consider overlap with other programming. For example, if emotion regulation and relaxation are covered in other groups, the AIMS group can be tailored to emphasize skills unique to anger management (e.g., behavioral techniques like time out and conflict resolution).

Trauma-focused psychotherapy—If the Veteran is participating in trauma-focused psychotherapy (e.g., Prolonged Exposure or Cognitive Processing Therapy) and has additional need for anger management, consider AIMS as an adjunct to that Veteran’s care.

Legal purposes—If a Veteran is required to participate in Anger Management for legal reasons, consult with the referring party or your local Veterans Justice Outreach Coordinator to see whether AIMS, in combination with in-office visits or groups, will help meet that requirement. Rules governing what coursework is needed to fulfill anger management requirements in legal settings vary state by state.

TALKING POINTS FOR INTRODUCING AIMS

Once you have determined someone is a good candidate for AIMS, consider these talking points for introducing the online program and setting expectations:

- *AIMS is a free online course that teaches skills and tools to get along better with people and control your reactions to triggering events.*
- *AIMS is completely anonymous and private. You don't need to log in or provide any personal information. Nothing is sent to VA or anywhere. Anything you enter is only saved on your computer.*
- *Thousands of Veterans have improved their lives by learning to better manage their anger using the skills taught in the course.*
- *AIMS is available to anyone, but it was designed specifically for Veterans. There are many videos of other Veterans who share their experiences with anger and how AIMS helped.*
- *The course is easy to understand and not boring. In addition to videos, most of the lessons are presented through interactive games and activities.*
- *To start the course, visit www.VeteranTraining.va.gov/AIMS and select the "Start Here" button.*

Consider jotting down or emailing the web address to help the Veteran remember where to find AIMS online. You could also provide the Veteran with one of the promotional materials that are available here: www.veterantraining.va.gov/aims/media.asp.

SUGGESTIONS FOR ENCOURAGING ENGAGEMENT

If you have the time, the following are additional suggestions that may increase the likelihood that the Veteran will give AIMS a try:

- If possible, pull up the course on your computer and show the website to them. Consider watching the [Dr. Patrick Reilly intro video](#) together.
- Share some of the ["What's in AIMS" information on page 7](#) of this guide to help them become familiar with the course contents and how it works.
- Review the [Veteran Mentor bios on page 7](#) and ask which story the Veteran relates to most.
- If they are not very tech savvy, review the [course navigation chart on page 10](#) of this guide to help them learn how the course works.
- Stress the importance of completing the course in order. The lessons are designed to build on each other.

- Suggest that they set a realistic, recurring appointment with themselves to work on the course. (e.g., 45 minutes on Tuesdays at 7 p.m.), as well as set aside time to practice new skills throughout the week.
- If you will not be providing ongoing support for AIMS ([Section 2](#) of this guide), suggest that they ask a friend or family member to help keep them accountable.
- If contact with the friend or family member is possible, consider providing them with this guide.

SUGGESTIONS FOR THOSE NOT PROVIDING ONGOING SUPPORT

Some providers may wish to recommend participation in AIMS but will not be involved with continued support for the course. For those who will **not** be using [Section 2](#) of this guide to follow up with the Veteran on an ongoing basis, consider using these suggestions the next time you see the Veteran or have a moment to call. It may be the key to their engaging with the course.

Start by asking if they had a chance to get started with AIMS.

If they didn't engage with the course...

- Ask what got in the way. Problem-solve around how to address the obstacles mentioned.
- Normalize the experience. Getting started is often the hardest part of trying something new.
- Emphasize the value of asking a friend or family member to support them.
- If possible, call up the [Is This Course Right for You](#) page on a computer or mobile device and ask the Veteran to take the brief 10-question quiz. Discuss the results and reinforce that AIMS teaches you how to be more in control of what you say and do when you are angry.

If they started the course, but haven't completed it and you'd like them to continue...

- Provide positive reinforcement for getting started.
- If they are progressing without any difficulties, provide encouragement to keep up the good work.
- If they've had difficulty continuing, normalize that experience and offer to help troubleshoot any obstacles they faced.
- If they stopped because of technical difficulties, consider visiting the online program together to see if you can help explain or resolve the issue.
- Ask if they have a favorite part of the course so far, what they learned from it, and if they've been able to apply the lesson to any current life situations.

- Consider doing the course's first [Deep Breathing activity](#) together to help them reengage with the program.

If they completed the course...

- Offer congratulations.
- Ask if the course has helped them manage the anger and irritability they were experiencing, and ask which AIMS skills work best for them.
- Encourage them to revisit the course often to use the tools and practice the skills. Suggest that they may also want to revise and update their Anger Control Plan over time.

SECTION 2

PROVIDING ONGOING SUPPORT FOR AIMS

The second section of this guide offers recommendations for clinicians who wish to provide Veterans with module-by-module support for engaging with the AIMS online program. It includes primary suggestions, followed by detailed slide-by-slide guidance for each module.

In general, covering one module per week is recommended so that the Veteran has a manageable amount of content and adequate time to practice skills.

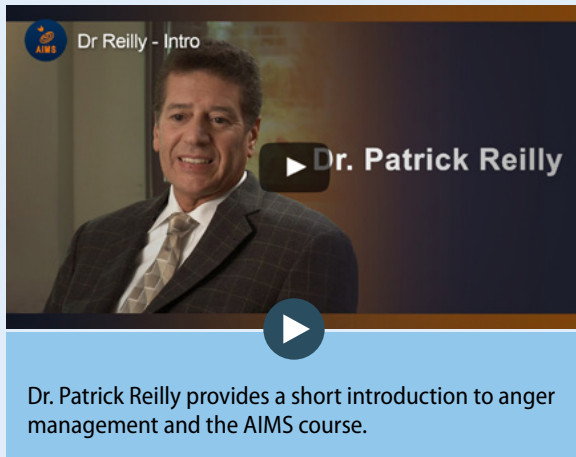
Please note the importance of the Veteran learning and practicing Deep Breathing regularly throughout the course. People who have trouble managing anger typically have difficulty regulating their emotional reactivity. Deep Breathing is a reliable tool that Veterans can quickly learn and use to de-escalate their anger.



MODULE 1:

GETTING STARTED MANAGING YOUR ANGER

Module 1 serves as an introduction to the AIMS online course. Participants begin to learn about the role of cognition in anger and the cognitive-behavioral training tools that AIMS teaches.



VIDEOS

[Introduction to Dr. Reilly](#)

[Steve Wiegart—Using Deep Breathing](#)

[Deep Breathing—Try It Out](#)

[Not Managing Anger](#)

[Managing Anger](#)

[Learning Log How-to Video](#)

INTERACTIVITIES/GAMES

[How do you feel after trying Deep Breathing?](#)

[Brief assessment: Is this course right for you?](#)

[Exercise: Introducing the Anger Meter](#)

MODULE 1 OBJECTIVES

- Explain the importance of understanding and monitoring anger
- Explain the role of thoughts, behaviors, and bodily reactions during the experience of anger
- Introduce three important skills taught in AIMS: Deep Breathing, Anger Meter, and Learning Log

“If you know both your enemy and yourself,
you can win every battle without jeopardy.”

—Buddha, *Indian-Nepalese Sage*

MODULE 1: FACILITATE

Engage

Introduce this first module by [watching the video](#) on slide 2 together. If this is not possible, explain that Module 1 serves as an introduction to the AIMS course and explains what skills and tools are taught.

Note: If this is the Veteran's first encounter with AIMS, use the information and [talking points in Section 1](#) of this guide to introduce the course before beginning Module 1. Be sure to review the [Veteran Mentor bios on page 7](#). Ask which Veteran they relate to most, and suggest they follow that Mentor closely as they make their way through the course.

Educate

Preview these key points that the Veteran will learn in Module 1.

- Interaction of thoughts and feelings—*Can you remember a time when you got angry but someone else experiencing the same situation didn't? Cognition, or what you think about a situation, often controls your reaction to it. You'll learn more about this link in Module 1.*
- The importance of tracking anger—*Have you noticed that the intensity of your anger can impact what you say or do? Learning how to monitor the intensity of your anger can help you make good decisions before anger interferes with your goals and values.*
- The importance of Deep Breathing—*Deep Breathing is one of the quickest ways to calm down and reduce your anger. This practice helps to lower your heart rate, regulate your blood pressure, and signal your body to relax. You can do it almost anytime, anywhere, for any length of time, and other people won't notice you are doing it.*

Request

Ask the Veteran to complete Module 1. **To support skill development**, request they do the following:

- Define their motivation ([slide 3](#))—Request they jot down their reasons for taking the course, what they hope to gain, and how they hope things will be different in the future after the course.
- Practice Deep Breathing ([slide 4](#))—Ask that they practice this exercise every day and note how they feel after practicing.
- Pay close attention the Anger Meter introduction ([slide 8](#))—Ask them to be sure to click through all the scenarios.
- Pay close attention to the Learning Log demo video ([slide 9](#))—Ask them to decide how they want to complete their Learning Logs ([online](#) vs. [paper](#)).

MODULE 1: FOLLOW UP

Discuss

The next time you see the Veteran, consider these suggestions for Module 1 follow up:

- Motivation—Review the Veteran's reasons for completing the course. Talk about the consequences of not changing and the benefits of achieving their vision for the future.
- Anger Meter—Ask if they understand how this tool works and how they think it will be beneficial to use this tool regularly.
- Deep Breathing—Ask if they practiced every day and if they noticed feeling calmer afterward. If you think they didn't practice enough, consider watching and doing the [Deep Breathing practice exercise](#) together, and then problem-solve ways to increase opportunities to practice during the week.
- [Module 1 Learning Log](#)—Explain that they will be asked to complete the Module 1 Learning Log assignments at the beginning of Module 2 if they have not yet done so. Review the assignment if you have time. Ask if they need support (e.g., additional instructions, printed copy).

Additional Module 1 support suggestions are available in the chart below.

AIMS MODULE 1: SLIDE-BY-SLIDE GUIDANCE

Module 1: Getting Started Managing Your Anger

Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Engage: Inspirational quote (1:1)	Bring the Veteran into the present by having them take a few deep breaths. If it seems appropriate, ask them to share their thoughts about the quote.	What do you like about the quote? What does it make you think about?
Educate: Dr. Patrick Reilly video and page content explain the cognitive-behavioral skills taught in the AIMS online training (1:2)	Ask the Veteran to view the video and answer any questions they might have about the cognitive-behavioral approach used for anger and irritability management.	
Engage: Motivation for change (1:3)	Discuss motivation for change and consequences of not changing.	This is like the decisional balance sheet in Motivational Interviewing.
Educate: Deep breathing video demo (1:4)	Ask the Veteran to view the video and share what breathing or relaxation techniques they may be familiar with.	Explore tools they may have used in the past for managing anger.

Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Request: Deep Breathing exercise (1:5)	Practice the video exercise together. Highlight the request for daily practice. Discuss preferences and other breathing tool options—jump to Module 4:11 for 90 second (male voice) and 60 second (female voice) exercises.	Note that the Veteran may have to practice a few times before experiencing noticeable benefits. Consider mobile apps that include a breathing component (e.g., AIMS for Anger Management , PTSD Coach , Mindfulness Coach).
Educate: Role of cognition in anger (1:6)	Ask the Veteran to view Not Managing Anger and Managing Anger videos. Generate similar example from the Veteran's experience—common interpretations in trigger situations.	Try to capture the Veteran's own words. Consider going through last episode of anger to identify cognitions.
Request: Self-assessment (1:7)	Take the quiz together and discuss the functional impairment associated with anger.	
Request: Anger Meter (1:8)	Complete the Anger Meter exercise with the Veteran. Explain the importance of using anchors (1 to 10), with 10 reflecting negative consequence. Generate a few Veteran-specific vignettes for practice with intensity rating.	Make sure to note that the Anger Meter starts at 1, not 0. Some activation or arousal is required.
Educate: Learning Log (1:9)	Ask the Veteran to view the Learning Log video . Review the Veteran's preference for Learning Log completion— online (located at the bottom of every slide) vs. printed (located under the Resources tab). Show the Veteran how the Learning Logs map to the training modules.	If further guidance is needed, review Learning to Use the Learning Log instructions .
Educate: AIMS app (1:10)	Ask the Veteran if they have an Apple (iOS) or Android device and determine if they'd like to download the AIMS for Anger Management mobile app to practice certain AIMS exercises.	Underscore that the AIMS training works on mobile devices, but the downloadable app offers additional benefits, including the ability to customize some tools based on their preferences and integrate their own contacts, photos, and music.
Request: Module summary asks for a commitment to practicing Deep Breathing and using the Anger Meter when angry (1:11)	Work with the Veteran to create a plan: How will they monitor their anger level (online/app/paper) and when will they practice breathing.	
Request: "What's next?" (1:12)	Ask the Veteran to prepare for Module 2 by reviewing Fact vs. Myth statements on this page.	

MODULE 2:

UNDERSTANDING YOUR ANGER

Module 2 helps Veterans learn about anger and begin to consider their own triggers, warning signs, and anger influencers. Veterans are prompted to select their triggers and warning signs from lists available in the module, and the responses are recorded in their Anger Control Plan.



MODULE 2 OBJECTIVES

- Dispel myths about anger
- Describe what makes people angry and when anger becomes a problem
- Explain anger's short-term payoffs versus long-term consequences
- Introduce the parts of an anger episode
- Prompt participants to record triggers and warning signs in their Anger Control Plan
- Introduce the concept of anger influencers

VIDEOS

- [Dennis Keefe—Understanding Anger](#)
- [David Hawley—Understanding Anger](#)
- [Laquita Holloway—Understanding Anger](#)
- [Scott's Story](#)
- [Short term Payoffs for Expressing Anger](#)
- [Long term Negative Consequences](#)
- [Steve Wiegert—Past Experiences with Anger](#)
- [Mary "Katie" Weber—Past Experiences with Anger](#)
- [Matt Jensen—Past Experiences with Anger](#)
- [Module 2 Summary](#)
- [What's next—George Road Rage](#)

DOCUMENTS

- [Common Anger Triggers](#)

INTERACTIVITIES/GAMES

- [Learning Log Check-In \(Module 1\)—Getting Started](#)
- [Managing Your Anger](#)
- [Fact or Myth](#)
- [The Problem of Anger](#)
- [Anger as a Response to an Event](#)
- [What Makes People Angry](#)
- [What Are Your Triggers?](#)
- [Anger Warning Signs](#)
- [What Are Your Warning Signs?](#)
- [Negative Consequences](#)
- [Your Anger Influencers](#)
- [Don't Be Late](#)
- [Learning Log \(Module 2\)—Understanding Your Anger](#)

“If you know both your enemy and yourself,
you can win every battle without jeopardy.”

—Chinese Proverb

MODULE 2: FACILITATE

Engage

Introduce Module 2 by asking the Veteran what they think the quote means. If you have time, play the [Fact or Myth](#) interactive quiz on slide 4 together and review the feedback offered after each answer.

Educate

Preview these key points that the Veteran will learn in Module 2.

- Understanding anger matters—*Understanding anger is the first step to being able to manage it. Sometimes people believe things about anger that are not actually true. Module 2 dispels some myths people have about anger. Module 2 also recognizes the role of family, culture, and military experiences in how anger is expressed, as well as the different ways anger can become a problem.*
- Triggers and Warning Signs—*Anger is a natural and normal emotion. People get angry when a situation provokes them. Often an anger episode involves a triggering event and warning signs, followed by aggression or a behavioral response with negative consequences. Becoming aware of your specific anger triggers and warning signs will help you better manage how you respond to anger.*

Request

Ask the Veteran to complete Module 2. To support skill development, request that they do the following:

- Complete Learning Logs: Reinforce the importance of the Learning Logs and ask that they not skip them. Remind them that they will be prompted at the beginning of Module 2 to complete the Module 1 Learning Log. This time, they will also be prompted at the end of the module to complete the Learning Log for Module 2.
- Complete Module 2 Interactivities: Anger Triggers on [slide 10](#), Warning Signs on [slide 12](#), Negative Consequences on [slide 15](#), and Anger Influencers on [slide 17](#).

Notes:

- Explain that these exercises will help them begin building their Anger Control Plan, which they will learn more about in Module 3.

- Let them know that each interactivity has several screens—
Use the arrows above the box to advance the screens.
- Confirm how the Veteran plans to share their work with you.
 - Explain that their answers are temporarily stored in their browser's local storage, so they could share their work on their smartphone, tablet, or laptop. (Note: Remind them to share with the device they choose. For example, work done on their tablet will not appear on their smartphone.)
 - If that's not an option, encourage them to note their answers on paper.



MODULE 2: FOLLOW UP

Discuss

The next time you see the Veteran, consider these suggestions for Module 2 follow up:

- Learning Logs (Modules 1 and 2) Deep Breathing—Review the Veteran's use of the Deep Breathing. Are they noticing a difference in how it makes them feel? If they aren't using the technique consistently, consider discussing set times when they could practice.
- Learning Logs (Modules 1 and 2) Anger Meter—Review the Veteran's Anger Meter ratings and their answers to the Module 2 questions (What warning signs did you notice as you started to get angry? Did you try to decrease your anger? If so, how did it work?).
- Module 2 Interactivities
 - Anger Triggers—Review and discuss the people, places and situations that the Veteran noted as anger triggers. Ask if there are others they could add, especially if their list seems incomplete. Consider providing them with the [Common Anger Triggers tip sheet](#), located in the Resources section of the course.
 - Warning Signs—Review and discuss the physical, behavioral, emotional, and cognitive warning signs that the Veteran noted. Explore whether there are additional ones that could be added, especially if their list seems incomplete.
 - Negative Consequences—Review and discuss the health, relationships, work/school, and/or legal consequences of anger. If their list seems incomplete, explore adding additional ones.
 - Influencers—Review and discuss how family, military training, and culture affect the Veteran's anger and irritability. Consider watching the Veteran Mentors' stories on [Slide 16](#) together, especially if their list seems incomplete.

Additional Module 2 support suggestions are available in the chart on the next page.

AIMS MODULE 2: SLIDE-BY-SLIDE GUIDANCE

Module 2: Understanding Your Anger

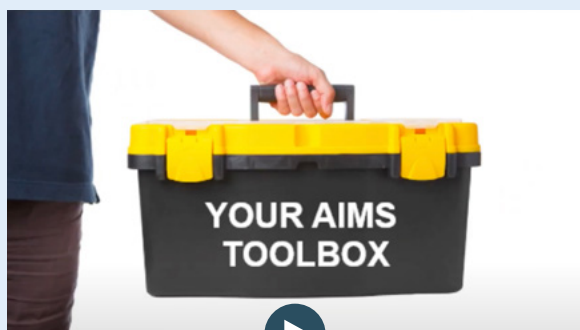
Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Engage: Inspirational quote (2:1)	Bring the Veteran into the present by having them take a few deep breaths. If it seems appropriate, ask them to share their thoughts about the quote.	
Educate: Module 1 Learning Log check-in (2:2)	Review the Veteran's use of the Anger Meter and breathing technique. Identify/discuss obstacles to utilization.	If the Veteran is not tracking anger/irritability experiences, mention the concept of self-monitoring and "reactivity" (i.e., self-monitoring increases desirable behaviors and decreases undesirable behaviors).
Engage: Motivational enhancement through Veteran Mentor video clips on the consequences of anger (2:3)	Select Veteran Mentor stories to watch together.	Consider which Veteran story matches your client's (Dennis, David, or Laquita).
Educate: Fact or Myth (2:4)	Discuss myths endorsed by the Veteran. Where did the Veteran learn these myths? Home? Military? See also 2:17 .	
Educate: Overview of triggers, warning signs, and anger responses (2:5), (2:6), (2:7), (2:8), (2:9)	Review on own. Watch Scott's story. (2:9).	
Request: Veteran anger triggers (2:10)	Ask the Veteran to select people, places, and situations that are anger triggers. Use "What Makes You Angry?" interactivity on the slide. A Common Anger Triggers tip sheet is available in the Resources section to print and give the Veteran.	
Educate: Overview of common warning signs (2:11)	Have the Veteran listen to common physical, behavioral, emotional, and cognitive warning signs.	
Request: Veteran warning signs (2:12)	Select physical, behavioral, emotional, and cognitive warning signs with the Veteran and add additional ones. Use "What Are Your Warning Signs?" interactivity on the slide.	
Educate: Short- and long-term consequences (2:13 , 2:14)	Have the Veteran watch Scott's recognition of short- and long-term consequences of anger.	

Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Request: Identify negative consequences of anger (2:15)	Ask the Veteran to select negative health, relationships, work/school, and/or legal consequences of anger and add additional ones. Use “Negative Consequences” interactivity on the slide.	
Engage: Motivational enhancement through Veteran Mentor stories (2:16)	Select Veteran Mentor story/stories that cover relevant anger influencers.	Steve : Role of masculinity/military Katie : Role of abandonment/fear Matt : Role of bullying/masculinity
Educate: Influences on anger habits (2:17)	Discuss (and note) role of family, military training, and culture in the Veteran’s anger and irritability.	Explore recent events as well as historical perspectives. Recognize cultural differences in expressions of anger. See how personal experiences can impact motivation for change.
Educate: Triggers, warning signs, and consequences (2:18)	If additional reinforcement of concepts is needed, consider going through the Don’t Be Late interactive exercise on this slide.	
Educate: Summary of tracking anger episodes, warnings, and using Anger Meter (2:19, 2:20)	Review summary information with the Veteran.	
Request: Managing and paying attention to anger habits (2:21)	Review the Module 2 Learning Log practice assignment with the Veteran. Discuss warning signs and Anger Meter.	
Request: “What’s next?” (2:22)	Ask the Veteran to prepare for Module 3 by watching the video on this slide.	

MODULE 3:

BREAKING THE AGGRESSION CYCLE

Module 3 teaches Veterans how anger can lead to aggression and other negative consequences. Veterans learn about tools to help break the cycle of aggression, and they are given more information about developing a personalized Anger Control Plan through identifying their anger triggers and warning signs.



The Module 3 summary video recaps the components of an Anger Control Plan.

MODULE 3 LEARNING OBJECTIVES

- Reinforce the importance of understanding your triggers and warning signs
- Explain the aggression cycle and how to break it
- Introduce the components of the Anger Control Plan

VIDEOS

[Laquita Holloway—Anger Triggers and Warning Signs](#)
[Mary “Katie” Weber—Anger Triggers and Warning Signs](#)
[Matt Jensen—Anger Triggers and Warning Signs](#)
[Robert Adair—Anger Triggers and Warning Signs](#)
[George Road Rage](#)
[Example of the Aggression Cycle](#)
[Robert Adair—Individual Differences](#)
[Laquita Holloway—Individual Differences](#)
[Steve Wiegert—Individual Differences](#)
[Anger Control Plan](#)
[Module 3 Summary](#)
[Steve Wiegert—Perception of Deep Breathing](#)

INTERACTIVITIES/GAMES

[Learning Log \(Module 2\) Check-In—Understanding Your Anger](#)
[The Aggression Cycle](#)
[More on The Aggression Cycle \(Game\)](#)
[Aggression Cycle Toolbox](#)
[Developing an Anger Control Plan](#)
[Learning Log \(Module 3\)—Breaking the Aggression Cycle](#)

“If you are patient in one moment of anger,
you will escape a hundred days of sorrow.”

—Chinese Proverb

MODULE 3: FACILITATE

Engage

Introduce Module 3 by having the Veteran identify a few anger triggers or warning signs, and then watch the video(s) on [Slide 3:3](#) that most closely matches those identified.

- [Laquita](#): Interpersonal triggers, traffic
- [Katie](#): Family triggers, especially anger from family members, others' anger
- [Matt](#): When people are impatient; physiological warning signs
- [Robert](#): Financial stressors, disrespect as triggers

Educate

Preview these key points that the Veteran will learn in Module 3.

- The Aggression Cycle—*The Aggression cycle has three phases: escalation, explosion, and post-explosion. Anger episodes do not have to result in an explosion. If you avoid the explosion phase, then you will also avoid any of the negative consequences that may occur during the post-explosion phase.*
- The Anger Control Plan (intro)—*A personalized Anger Control Plan can help you prevent reaching 10 on the Anger Meter. Your Anger Control Plan should contain strategies to help you learn to identify when you are becoming angry and take steps to manage it. It may be helpful to involve those close to you in creating your Anger Control Plan.*

Request

Ask the Veteran to complete Module 3. **To support skill development**, request that they do the following:

- Watch the Anger Control Plan [demo video](#) (slide 11) and decide which format they like best.
- Review [The Aggression Cycle](#) (slide 6) and be ready to share an example in their past that mirrors this cycle.
- Complete the Module 3 Learning Log assignments.

MODULE 3: FOLLOW UP

Discuss

The next time you see the Veteran, consider these suggestions for Module 3 follow up:

- Aggression Cycle—Review the stages of [The Aggression Cycle](#) (slide 6) and ask them to share

a time from their past that follows this cycle. Prompt them to describe the circumstances of each stage (escalation, explosion, post-explosion).

- Plan format—Ask if they decided how they prefer to complete their Anger Control Plan. If they haven't decided, review the options and help them choose the format that best fits their needs/capabilities:
 - Built-in AIMS plan, available from the [bottom tab](#) on every page of the course
 - Printable [Anger Control Plan worksheet](#), available in the course's Resources folder
 - [AIMS for Anger Management app](#), available for iOS and Android download (not connected to the online course)
- Module 3 Learning Log—Review the Veteran's anger event and Anger Meter rating, what anger triggers and warning signs they noted, and whether they tried anything to decrease their anger.

Additional Module 3 support suggestions are available in the chart below.

AIMS MODULE 3: SLIDE-BY-SLIDE GUIDANCE

Module 3: Breaking the Aggression Cycle

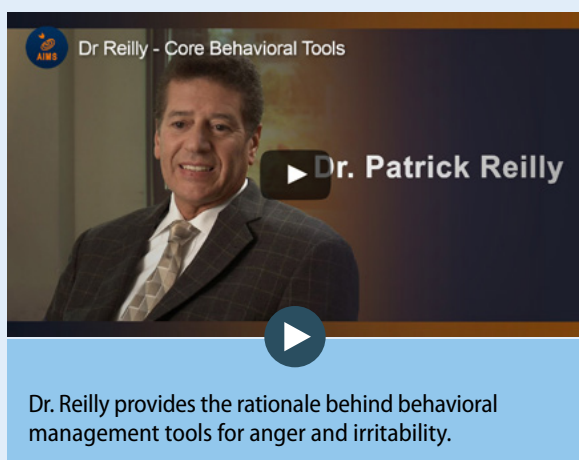
Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Engage: Quote (3:1)	Bring the Veteran into the present by having them take a few deep breaths. If it seems appropriate, ask them to share their thoughts about the quote.	
Educate: Module 2 Learning Log check-in (3:2)	Review and discuss: <ul style="list-style-type: none"> • Anger experiences (triggers, warning signs) • Use of the Anger Meter • Breathing technique 	Explore reasons/barriers for completion and benefits of completion.
Engage: Veteran Mentor video clips (anger triggers and warning signs) (3:3)	Select a Veteran Mentor story or stories on this page to watch. Discuss/identify the Veteran's similar triggers and warning signs.	<p>Laquita: Interpersonal triggers, traffic</p> <p>Katie: Family triggers, especially anger from family members, others' anger</p> <p>Matt: When people are impatient; physiological warning signs</p> <p>Robert: Financial stressors, disrespect as triggers</p>
Educate: Anger to aggression, aggression cycle (3:4 , 3:5)	Review on own or read together. Watch the video scenario on 3:4 together.	

Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Educate: Aggression cycle (3:6 , 3:7 , 3:8)	<p>Highlight the myth that explosive outbursts happen without any warning signs.</p> <p>Identify/discuss the Veteran's experience with aggression cycle.</p> <p>Use the activity on 3:7 to illustrate the importance of intervening during the escalation phase of the aggression cycle.</p> <p>Watch Scott's experience with the aggression cycle (3:8).</p>	If no recent example, use example from past that follows aggression cycle.
Engage: Veteran stories of individual differences with their anger experience (3:9)	<p>Select the Veteran Mentor story that fits the Veteran.</p> <p>Be thoughtful about reviewing Robert's video as he discusses going from 0 to 10 instantly. If reviewed with the Veteran, identify potential warning signs that could be suggested to Robert (e.g., muscle tension).</p>	<p>Robert: Going from 0 to 10; feels like it is instantaneous</p> <p>Laquita: Going from 0 to 60; went up very quickly, but the course taught her tools</p> <p>Steve: Learned his warning signs (tension, tingling, turning red); when noticing these, gets focused (on using tools)</p>
Educate: Anger Control Plan (3:10)	Select the Anger Control Plan that best fits the Veteran (see six example Anger Control Plans in Resources Documents folder).	Mention the importance of breaking down anger/irritability experience into specific components: goals/values, triggers, warning signs, and tools.
Educate: Anger Control Plan (3:11)	Watch the video on different options for completing an Anger Control Plan. Help the Veteran to select the option that best fits.	Key consideration for best fit: Select the version of the Anger Control Plan that increases the chances it will be available "in the moment" to help disrupt the Aggression Cycle.
Educate: Anger Control Plan (3:12)	Help the Veteran to identify one or two goals, way to get input/feedback from others, and (once more) the importance of tracking anger and irritability experiences.	Remember to select goals that are positive, specific, important to the Veteran, and under their control. What would success look like after taking this 8-module course?
Educate: Anger Control Plan Tips (3:13)	Start building the Anger Control Plan with the Veteran, which will be completed in Module 7.	
Educate: Summary and Review (3:14)	Review on own.	
Request: Assignment (3:15)	Review the Module 3 Learning Log practice assignment with the Veteran: Tracking anger experiences, noting triggers, warning signs, and using Anger Meter.	
Request: "What's next?" (3:16)	Ask the Veteran to prepare for Module 4 by watching the video on this slide.	Mention the importance of watching Steve's video and what he says about behavioral tools for managing anger and irritability.

MODULE 4:

BEHAVIORAL TOOLS TO MANAGE YOUR ANGER

Module 4 helps Veterans work on decreasing their anger by recognizing their triggers and warning signs. The module then introduces and demonstrates how to use multiple behavioral management tools, including Timeout, Deep Breathing, and Muscle Relaxation.



MODULE 4 LEARNING OBJECTIVES

- Reinforce the importance of recognizing triggers and warning signs
- Explain how and why behavioral tools work to reduce anger
- Practice three tools: Timeout, Deep Breathing, Muscle Relaxation

VIDEOS

- [Frank Campbell—Triggers and Warning Signs](#)
- [Matt Jensen—Triggers and Warning Signs](#)
- [Laquita Holloway—Triggers and Warning Signs](#)
- [Dr. Reilly—Core Behavioral Tools](#)
- [Frank Campbell—Timeout Demonstration \(Formal Demo\)](#)
- [Mary “Katie” Weber—Timeout Demonstration \(Informal Demo\)](#)
- [Frank Campbell—How to use Timeout](#)
- [Laquita Holloway—Deep Breathing Demonstration](#)
- [Laquita Holloway—How to use Deep Breathing](#)
- [Deep Breathing—60 seconds](#)
- [Deep Breathing—90 seconds](#)
- [Frank Campbell—Muscle Relaxation Demonstration](#)
- [Steve Wiegert—Using Your Tools](#)
- [Matt Jensen—Using Your Tools](#)
- [Mary “Katie” Weber—Using Your Tools](#)
- [David Hawley—Using Your Tools](#)
- [Module 4 Summary](#)

INTERACTIVITIES/GAMES

- [Learning Log \(Module 3\) Check-in—Breaking the Aggression Cycle](#)
- [Decreasing your Anger—Warning Signs for Marian](#)
- [What You’ll Be Learning](#)
- [Timeout Tool](#)
- [Try it Out \(Timeout Tool\)](#)
- [Try it Out \(Muscle Relaxation for Different Time Periods\)](#)
- [Learning Log \(Module 4\)—Behavioral Tools to Manage Your Anger](#)
- [What’s Next? Thoughts Affect How You Feel](#)

“ The greatest remedy for anger is delay... ”

—Thomas Paine, *English-American Political Writer, Theorist, and Activist*

MODULE 4: FACILITATE

Engage

Do the 3-minute relaxation exercise on [Slide 4:13](#) together. Before you begin, ask the Veteran to identify the two or three muscle groups that are most associated with anger and irritability. How do they know when those muscles are getting tense?

Following the exercise, ask the Veteran to describe the sensations they experienced during the exercise, as well as how they feel now. *Do they notice a difference in the tension in their body? Explain: Becoming aware of what your muscles feel like when they are relaxed, rather than tense, can help you notice when tension is building and your anger is rising.*

Educate

Preview these key points that the Veteran will learn in Module 4.

- Use Tools to Break Aggression Cycle—*When you recognize your warning signs, like tension building in your muscles, you will be able to decrease your anger by using tools. These tools can help you break the cycle of aggression before it leads to negative consequences.*
- Behavioral Tools
 - *Getting angry involves responses in **your body** and your thoughts. Behavioral tools target your body's physiological reactions, as well as your observable behaviors. They work by interrupting those physical responses, offering a distraction, or allowing your body to relax (like the relaxation exercise we just did).*
 - *There are different types of behavioral tools. Module 4 teaches: Timeout, Deep Breathing, and Muscle Relaxation.*
- Consider watching the “[Core Behavioral Tools](#)” summary video on [Slide 7](#) together.
- Remind the Veteran of the importance of breathing in through their nose and using their diaphragm muscle when practicing the Deep Breathing tool on [Slide 11](#).

Request

Ask the Veteran to complete Module 4. To support skill development, request that they do the following:

- Play the warning signs interactive game on [Slide 4](#) (don't skip it). A green arrow will appear when you've found all the warning signs on the screen. Be sure to click the arrow to get to the next scene in the game.
- Carefully review [Slide 8](#) to learn about formal and informal timeouts (be sure to click the buttons under the text and all three tabs above the video box). Then do the Timeout interactive exercise on [Slide 9](#) and be prepared to discuss this activity.
- Complete the Module 4 Learning Log assignments.

MODULE 4: FOLLOW UP

Discuss

The next time you see the Veteran, consider these suggestions for Module 4 follow up:

- Warning Signs Game—Ask if the Veteran was able to find the warning signs easily during the game. Ask if they can think of a time when they experienced similar warning signs. Discuss additional warning signs with the Veteran and explain that identifying warning signs is part of the Anger Control Plan they'll be building in Module 7.
- Timeout Activity—Ask if the Veteran hit the Stop button in time. Discuss who the Veteran might want to arrange Formal Timeouts with, and situations when the Veteran might consider using an Informal Timeout.
- Module 4 Learning Log—Review and discuss the Veteran's anger event and Anger Meter rating, what warning signs they noted, whether they tried anything to decrease their anger, and whether they practiced any of the tools they learned about in Module 4.

Additional Module 4 support suggestions are available in the chart on the next page.

AIMS MODULE 4: SLIDE-BY-SLIDE GUIDANCE

Module 4: Behavioral Tools To Manage Your Anger

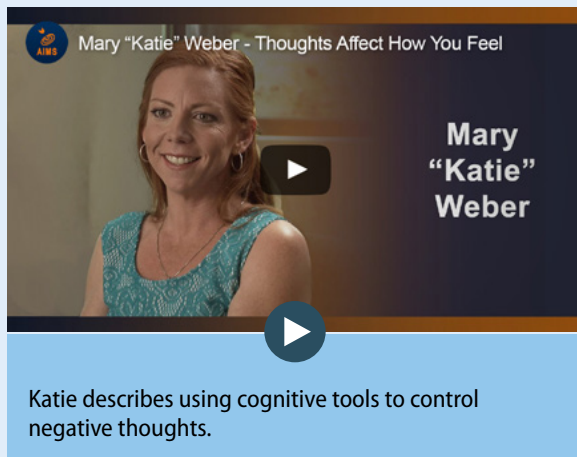
Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Engage: Quote (4:1)	Bring the Veteran into the present by having them take a few deep breaths. If it seems appropriate, ask them to share their thoughts about the quote.	
Educate: Module 3 Learning Log check-in (4:2)	Review and discuss anger experiences (triggers, warning signs), use of Anger Meter, anger management technique, and Anger Control Plan.	
Engage: Veteran Mentor video clips (understanding anger triggers and warning signs) (4:3)	Select a Veteran Mentor video to watch and discuss triggers, warning signs, and tools used.	Review all three videos and identify triggers, warning signs, and the use of behavioral tools: Frank : TV/news triggers Matthew : Smart phone hassles (GPS) Laquita : Benefit of tools and importance of practice
Educate: Physical and cognitive reactions (4:4)	Play this interactive game. It demonstrates how to recognize the warning signs that you are getting angry.	
Educate: Why behavioral tools work (4:5, 4:6, 4:7)	Watch Dr. Reilly's video summarizing the three most important behavioral tools to manage anger (4:7).	
Introduce Tool: Timeout (4:8)	Go through the tabs for demonstration of Formal Timeout by Frank and Informal Timeout by Katie. Develop plan for using Formal or Informal Timeout.	Recognize the importance of self-imposed Timeout. For Formal Timeouts, recognize the promise to return to the subject when calmer.
Practice: Timeout Tool (4:9)	Practice using Timeout with this interactive exercise.	
Introduce Tool: Deep Breathing (4:10)	Go through the Veteran Mentor tabs and watch the videos. Laquita provides helpful information about in-the-moment applications of Deep Breathing.	
Practice: Deep Breathing Tool (4:11)	Practice Deep Breathing together: Select duration of time (60 seconds or 90 seconds) and go through the exercise.	
Introduce Tool: Muscle Relaxation (4:12)	Go through the Veteran Mentor demo tabs to watch Frank demonstrate a progressive Muscle Relaxation exercise.	Identify muscle groups most impacted by anger (e.g., shoulders, head, face, jaw) and practice tensing and relaxing those muscles. Goal: Notice difference between tension and relaxation.

Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Practice: Muscle Relaxation Tool (4:13)	Practice Muscle Relaxation together. Select duration of time (3, 6, 8, 12, or 15 minutes) and go through the exercise.	
Educate: Identify behavioral tools to reduce anger (4:14)	Select the Veteran Mentor based on the Veteran's characteristics and interest in different anger management tools.	Steve : Breathing Matt : Walking, exercise, sense of humor Katie : Music, guided meditation, breathing David : Timeout, Deep Breathing
Educate: Summary and Review (4:15)	Review on own.	
Request: Assignment (4:16)	Review the Module 4 Learning Log practice assignment with the Veteran: Use behavioral tools and track anger experiences.	
Request: "What's next?" (4:17)	Ask the Veteran to prepare for Module 5 by completing the exercise on this slide.	

MODULE 5:

COGNITIVE TOOLS TO MANAGE YOUR ANGER

Module 5 focuses on the role that thoughts play in affecting how you feel, and it explains how negative thoughts can lead to angry reactions. The module then introduces the A-B-C-D Model and demonstrates two helpful cognitive tools: Thought Stopping and Self-Talk.



MODULE 5 LEARNING OBJECTIVES

- Demonstrate how your thoughts about a situation affect how you feel about it
- Explain how and why cognitive tools work to reduce anger
- Introduce the A-B-C-D Model, Thought Stopping, and Self-Talk

VIDEOS

[Jim O'Neil—Thoughts Affect How You Feel](#)
[Mary "Katie" Weber—Thoughts Affect How You Feel](#)
[Frank Campbell—Thoughts Affect How You Feel](#)
[Matt Jensen—Thoughts Affect How You Feel](#)
[Scott's Interpretations—Store](#)
[Scott's Interpretations—Appointment](#)

[Scott's Interpretations—Wife](#)

[Scott's Interpretations—Driving](#)

[Frank Campbell—the A-B-C-D Model](#)

[Ray Manzano—Helpful Cognitive Tools](#)

[Mary "Katie" Weber—Helpful Cognitive Tools](#)

[Steve Wiegert—Helpful Cognitive Tools](#)

[Laquita Holloway—Helpful Cognitive Tools](#)

[Module 5 Summary](#)

[What's Next? Scott \(Response 1, Assertive\)](#)

[What's Next? Scott \(Response 2, Angry Response\)](#)

INTERACTIVITIES/GAMES

[Learning Log \(Module 4\) Check-in—Behavioral Tools to Manage Your Anger](#)

[The Connection Between Thoughts and Emotions](#)

[Thoughts Affect How You Feel](#)

[Common Unhelpful Thoughts](#)

[Effective Cognitive Tools](#)

[Thought Evaders](#)

[Thought Stopping](#)

[Self-Talk](#)

[Examples of Thought Stopping and Self-Talk](#)

[Don't Be Late Two](#)

[Learning Log \(Module 5\)—Cognitive Tools to Manage Your Anger](#)

DOCUMENTS

[Common Unhelpful Thoughts](#)

[Thought Stopping and Self-Talk Examples](#)

“ Anger destroys one of the best qualities of the human brain—judgment, the capacity to think... ”

—Tenzin Gyatso, *Dalai Lama XIV*

MODULE 5: FACILITATE

Engage

Introduce Module 5 by watching the Veteran Mentor videos (total of 3 minutes) on [Slide 3](#). If there's time, consider also going through the Alternative Thoughts exercise on [Slide 6](#) together. For each scenario, ask the Veteran to tell you what their alternative thought would be. Explain: *In Module 5, you'll learn how to think differently about situations that make you mad.*

Educate

Preview these key points that the Veteran will learn in Module 5.

- Review Aggression Cycle (use [Module 3 Slide 7](#), if needed)—*As we've discussed before, when you recognize your triggers and warning signs, you will be able to decrease your anger by using tools to break the cycle of aggression. One warning sign can be negative, unhelpful thoughts about a situation.*
- Cognitive tools
 - *Getting angry involves responses in your body and **your thoughts**. Cognitive tools are those that target your thoughts. They work by interrupting unhelpful thoughts and replacing them with personally relevant helpful ones (like the alternative thought exercise we just did). They are not just positive thoughts but different ways to think about the event that help you remain calm and move past the event.*
 - *There are different types of cognitive tools. Module 5 teaches of them: Thought Stopping and Self-Talk. You will also learn about the A-B-C-D Model, which emphasizes that it is not an event that makes you angry but your perception of the event and how you think about it.*

Request

Ask the Veteran to complete Module 5. To support skill development, request that they do the following:

- Carefully review the different types of unhelpful thoughts on [Slide 8](#) and the A-B-C-D Model on [Slide 9](#).
- Review the Thought Stopping statements on [Slide 12](#) and the Self-Talk examples on [Slide 13](#). Consider which ones you might use and think of others that might work for you.
- Complete the Module 5 Learning Log assignments.

MODULE 5: FOLLOW UP

Discuss

The next time you see the Veteran, consider these suggestions for Module 5 follow up:

- Unhelpful thoughts [Slide 8](#)—Discuss the different types of unhelpful thoughts and ask the Veteran which ones they typically experience. Consider providing the Veteran with a printout of the [Common Unhelpful Thoughts tip sheet](#) or suggesting they review the Thought Stopping and Change Your Perspective tools in the AIMS mobile app.
- A-B-C-D Model [Slide 9](#)—Discuss the model and ask the Veteran how they might dispute (step D) one of their more common unhelpful thoughts.
- Thought Stopping and Self-Talk—Ask the Veteran to share some of the statements they thought about using when they notice unhelpful thoughts. Pay attention to how much the Veteran believes the alternative thoughts. If they didn't prepare, consider reviewing and discussing [Slide 12](#) and [Slide 13](#) with the Veteran.
- Module 5 Learning Log—Review and discuss the Veteran's anger event and Anger Meter rating, what warning signs they noted, whether they tried anything to decrease their anger, what unhelpful thoughts they listed, and whether they practiced Thought Stopping or Self-Talk.

Additional Module 5 support suggestions are available in the chart on the next page.

AIMS MODULE 5: SLIDE-BY-SLIDE GUIDANCE

Module 5: Cognitive Tools To Manage Your Anger

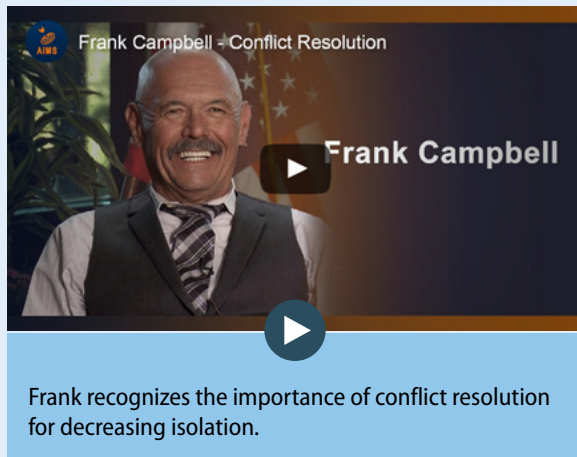
Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Engage: Quote (5:1)	Bring the Veteran into the present by having them take a few deep breaths. If it seems appropriate, ask them to share their thoughts about the quote.	
Educate: Module 4 Learning Log check-in (5:2)	Review anger experiences (triggers, warning signs), use of Anger Meter, anger management techniques, and use of behavioral tools.	
Engage: Veteran Mentor video clips (how thoughts affect feelings) (5:3)	Select Veteran Mentor story/stories to watch. Highly recommend watching “Katie.”	Themes for each Veteran Mentor: Jim : Don’t buy into it Katie : Catching my internal voice and ways of speaking to myself Frank : Thought-Stopping helps prevent escalation Matt : Think about the consequences of my actions
Educate: Role of cognitions and cognitive techniques (disputing thoughts, Thought Stopping, and Self-Talk) (5:4 , 5:5 , 5:6 , 5:7)	Generate personal examples of unhelpful thoughts from recent events. Use interactive exercise (5:6) to identify thoughts and alternative thoughts.	
Educate: Common cognitive distortions (5:8)	Help the Veteran to identify favorite (or habitual) ways of interpreting situations that give rise to unhelpful thoughts. Use/provide Common Unhelpful Thoughts Tip Sheet .	
Introduce Tool: A-B-C-D cognitive restructuring tool (5:9 , 5:10 , 5:11)	Watch Frank go through an A-B-C-D example (5:10). Encourage the Veteran to play “thought evaders” to learn about unhelpful ways of thinking (5:11).	Discuss: Use the Veteran’s own words: What are they saying to themselves? Help generate alternative thoughts (e.g., What might they say to someone else?).

Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Introduce Tool: Thought Stopping and Self-Talk (5:12, 5:13, 5:14, 5:15)	<p>Review 5:12, 5:13.</p> <p>Explain: Instead of challenging thoughts, replace thoughts with personally relevant phrases.</p> <p>Ask the Veteran to generate several personally relevant replacement thoughts/ phrases. Use the Thought Stopping and Self-Talk Examples Tip Sheet.</p>	<p>Select and watch videos about the Veteran Mentor experiences with Self-Talk when their Anger Meter is up (5:15):</p> <p>Ray: This is not a life-or-death situation; just an idiot on the road</p> <p>Katie: Practice gratitude and speak kindly to myself</p> <p>Steve: We don't need to go there, and stay in the here and now</p> <p>Laquita: Quiet the chatter in my head, and learn to feel my anger but not act on it</p>
Practice: Using Behavioral and Cognitive Tools interactivity (5:16)	Review on own.	
Educate: Summary (5:17)	Review on own.	
Request: Assignment (5:18)	Review the Module 5 Learning Log assignments with the Veteran: Practice tracking anger experiences, warning signs, and using Thought Stopping and Self-Talk.	
Request: "What's next?" (5:19)	Ask the Veteran to prepare for Module 6 by watching Conflicts and Communication animated videos on this slide.	

MODULE 6:

CONFLICTS AND COMMUNICATION

Module 6 focuses on the role that communication styles play in either creating or avoiding conflict. The lessons explain how effective communication and conflict resolution skills are key to improving relationships and controlling anger. Veterans learn and practice different communication styles and the Conflict Resolution Model.



MODULE 6 LEARNING OBJECTIVES

- Define different communication styles (aggressive/hostile, passive/avoidant, assertive/respectful)
- Explain short-term and long-term outcomes of ineffective communication styles
- Explain the benefits of the assertive/respectful communication style
- Introduce, explain, and practice the Conflict Resolution Model

VIDEOS

- [Frank Campbell—Conflict Resolution](#)
- [Matt Jensen—Conflict Resolution](#)
- [Mary “Katie” Weber—Conflict Resolution](#)
- [Larry Kozlowski—Conflict Resolution](#)
- [Aggressive/Hostile: Scott—Angry Response](#)
- [Passive/Avoidant: Scott—Passive Response](#)
- [Assertive/Respectful: Scott—Assertive Response](#)
- [Frank Campbell—Conflict Resolution](#)
- [Jim O’Neil—Conflict Resolution](#)
- [Module 6 Summary](#)
- [Larry Kozlowski—Using the Toolbox](#)

INTERACTIVITIES/GAMES

- [Learning Log \(Module 5\) Check-in—Cognitive Tools to Manage Your Anger](#)
- [Understanding Communication Styles](#)
- [Which Communication Style?](#)
- [The Conflict Resolution Model](#)
- [Communication Practice](#)
- [Practice Using Course Tools](#)
- [Learning Log \(Module 6\)—Conflicts and Communication](#)

DOCUMENTS

- [Assertive Communication Tips](#)

“ Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment.”

—Benjamin Franklin, *American Inventor, Diplomat, and Statesmen*

MODULE 6: FACILITATE

Engage

Introduce Module 6 by watching all three animated clips on [Slide 5](#) (total of 40 seconds). Ask the Veteran if they can identify some pros and cons of the three different styles of communication (aggressive/hostile, passive/avoidant, and assertive/respectful).

Educate

Preview these key points that the Veteran will learn in Module 6.

- Communication skills are key—*How you communicate with other people affects how you and others feel. Your communication style is a learned skill. You can always learn new ways to communicate.*
- Short-term gain vs. Long-term consequences—*Having an aggressive or hostile response to situations may get you what you want in the short term, but usually leads to negative consequences. The opposite, having a passive response to situations, may help you avoid conflict in the short term, but it can also lead to resentment or not getting what you need.*
- Effective communication and conflict resolution skills—*Effective communication is not just about what you say, but also about how you say it. Module 6 explains that if you communicate assertively and respectfully, you are more likely to get what you want. The module also explains the Conflict Resolution Model for deciding what to do in complex situations.*
 1. Identify the Problem
 2. Identify the Feelings
 3. Identify the Specific Impact of the Problem
 4. Decide to Let the Conflict Go or Resolve It
 5. Address and Resolve the Conflict

Request

Ask the Veteran to complete Module 6. To support skill development, request that they do the following:

- Watch [Frank's video](#) on [Slide 3](#) and jot down the AIMS tools Frank says he used to manage his anger at a restaurant.
- Review the Communication Styles information on [Slide 6](#) and [Slide 7](#) carefully, and complete the exercise on [Slide 8](#).
- Review the Conflict Resolution Model on [Slide 10](#) (be sure to click each number in the graphic) and practice what you've learned by completing the interactive exercise on [Slide 12](#). Do the interactive exercise on [Slide 13](#) to see how Conflict Resolution fits in with the other AIMS tools.
- Complete the Module 6 Learning Log assignments.

MODULE 6: FOLLOW UP

Discuss

The next time you see the Veteran, consider these suggestions for Module 6 follow up:

- [Frank's video](#) on [Slide 3](#)—Ask the Veteran to identify the AIMS tools and communication skills Frank used when waiting for, and then receiving, the wrong order (Anger Meter, Deep Breathing, Self-Talk, Timeout, Assertive/Respectful complaint). Discuss how effective communication skills and AIMS tools can work hand-in-hand to manage anger. Explain: *Combining your AIMS toolbox with effective communication and conflict resolution skills is key to improving your relationships and controlling your anger.*
- Communication Styles exercise—Review the three communication styles explained in Module 6 (aggressive/hostile, passive/avoidant, assertive/respectful). Ask the Veteran to describe a time when being respectfully assertive might have resolved a situation better than how they handled it. Consider providing the Veteran with a printout of the [Assertive Communication Tip Sheet](#).
- Conflict Resolution Model—Review the five steps used for Conflict Resolution. Ask the Veteran to describe how these steps can help with a current situation—or, if none, how the steps could have helped with a previous situation.
- Module 6 Learning Log—Review and discuss the Veteran's anger event and Anger Meter rating, what warning signs they noted and if they tried to decrease their anger, and whether they practiced two AIMS tools.

Additional Module 6 support suggestions are available in the chart on the next page.

AIMS MODULE 6: SLIDE-BY-SLIDE GUIDANCE

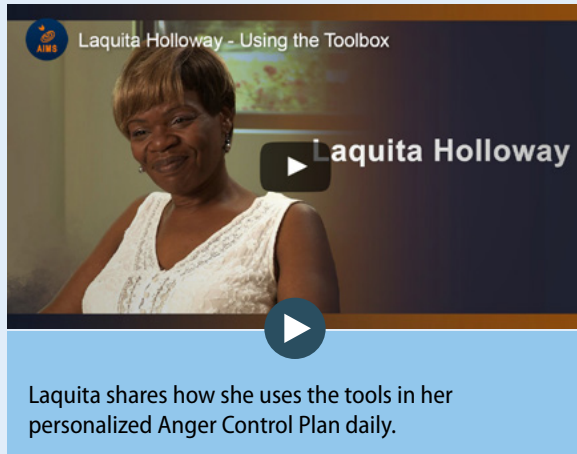
Module 6: Conflicts And Communication

Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Engage: Quote (6:1)	Bring the Veteran into the present by having them take a few deep breaths. If it seems appropriate, ask them to share their thoughts about the quote.	
Educate: Module 5 Learning Log check-in (6:2)	Review anger experiences (triggers, warning signs), use of Anger Meter, anger management techniques, and use of behavioral AND cognitive tools.	
Engage: Veteran Mentor video clips (difficult interactions) (6:3)	Select Veteran Mentor story/stories to watch and discuss: Frank : Receiving the wrong order at a restaurant Matt : Others not listening to him Katie : Pausing when agitated Larry : Conflict with sister	
Educate: Assertiveness (6:4, 6:5, 6:6, 6:7, 6:8, 6:9)	Watch Scott's demonstration of three different styles of responding: aggressive/hostile, passive/avoidant, and assertive/respectful (6:5). Provide the Veteran with the Assertive Communication Tip Sheet .	Consider a personalized review of the pros and cons of the three different styles of communication (6:6) and identify the different styles of communication in the interactive exercise (6:8).
Educate: Conflict resolution (6:10)	Use interactive exercise to review the five steps involved with conflict resolution (6:10).	
Engage: Veteran Mentor stories (6:11)	Watch video clips that demonstrate when, why, and how the Conflict Resolution Model can be used.	Frank : Benefits of conflict resolution to address isolation Jim : Knowing if and when to engage in conflict resolution
Educate: Conflict resolution exercise (6:12, 6:13)	Complete practice exercise (6:12) together.	
Educate: Summary (6:14)	Review on own.	
Request: Assignment (6:15)	Review the Module 6 Learning Log assignments with the Veteran: Practice tracking anger experiences, warning signs, and practice communicating assertively.	Encourage the Veteran to find opportunities to practice assertive communication in their day-to-day life.
Request: "What's next?" (6:16)	Ask the Veteran to prepare for Module 7 by watching the video of a Veteran Mentor's experience using an Anger Control Plan.	

MODULE 7:

YOUR ANGER CONTROL PLAN

Module 7 reviews the importance of using an Anger Control Plan. Veterans learn how to build a personalized plan that includes their own high-risk triggers, warning signs, and tools that work for them.



MODULE 7 LEARNING OBJECTIVES

- Review the components of an Anger Control Plan
- Demonstrate the development of a personalized plan
- Encourage participants to finalize, save, and use their self-tailored plans

VIDEOS

- [Laquita Holloway—Using the Toolbox](#)
- [Matt Jensen—Using the Toolbox](#)
- [Mary “Katie” Weber—Using the Toolbox](#)
- [Jim O’Neil—Using the Toolbox](#)
- [Scott’s High-Risk Triggers](#)
- [Scott’s Warning Signs](#)
- [Scott’s Tools](#)
- [Mary “Katie” Weber—Support](#)

INTERACTIVITIES/GAMES

- [Learning Log \(Module 6\) Check-In—Conflicts and Communication](#)
- [What You’ll Be Learning](#)
- [Scott’s Completed Anger Control Plan](#)
- [Examples of Anger Control Plans](#)

DOCUMENTS

- [Anger Control Plan](#)
- [Anger Control Plan Example—George](#)
- [Anger Control Plan Example—Juan](#)
- [Anger Control Plan Example—Paul](#)
- [Anger Control Plan Example—Sally](#)
- [Anger Control Plan Example—Scott](#)
- [Anger Control Plan Example—Terrell](#)

“The true hero is one who conquers his own anger and hatred.”

—Tenzin Gyatso, *Dalai Lama XIV*

MODULE 7: FACILITATE

Engage

Introduce Module 7 by watching the Veteran Mentor videos (total of 4 minutes) on [Slide 3](#). Ask the Veteran to point out the AIMS tool(s) each Veteran Mentor describes using. Ask if the Veteran has a favorite AIMS tool. Explain: *In Module 7, you will be personalizing your Anger Control Plan. Identifying AIMS tools that work best for you is a key component of the plan.*

Educate

Preview these key points that the Veteran will learn in Module 7.

- Plan Components—*A personalized Anger Control Plan features four main components: Your goals and motivation, your high-risk triggers, your anger warning signs, and your tools.*
- Personalization—*You've actually been working on your plan throughout the AIMS course. Module 7 shows you how to use your Learning Logs and the information you've provided during the course to pull it all together and finalize your personalized plan.*

Request

Ask the Veteran to complete Module 7. **To support skill development**, request that they do the following:

- Review slides 5 through 11 carefully. Explain that the course's animated character, Scott, demonstrates how to personalize a plan through a series of videos. [Slide 11](#) also includes five example plans that may be helpful to the Veteran.
- Personalize your plan ([Slide 12](#)). If working electronically, ask the Veteran to save it and print a copy. If they are more comfortable working with pen and paper, consider printing and providing the [Anger Control Plan Worksheet](#). A customizable Anger Control Plan is also available in the AIMS mobile app.

MODULE 7: FOLLOW UP

Discuss

The next time you see the Veteran, consider these suggestions for Module 7 follow up:

- Anger Control Plan—Review the Veteran's personalized plan. If components of the plan seem less than complete, work on those areas together by reviewing the Veteran's Learning Logs and the sample plans on [Slide 11](#). Discuss:
 - Goals and motivation for improving
 - High-risk triggers that are not too specific or too vague

- Warning signs the Veteran has become aware of while completing the AIMS course
- Tools the Veteran believes have worked in preventing anger from escalating or lessening anger once triggered

Additional Module 7 support suggestions are available in the chart below.

AIMS MODULE 7: SLIDE-BY-SLIDE GUIDANCE

Module 7: Your Anger Control Plan

Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Engage: Quote (7:1)	Bring the Veteran into the present by having them take a few deep breaths. If it seems appropriate, ask them to share their thoughts about the quote.	
Educate: Module 6 Learning Log check-in (7:2)	Review anger experiences (triggers, warning signs), use of Anger Meter, use of behavioral, cognitive, AND communication tools.	
Engage: Veteran stories (7:3)	Review examples of how Veteran Mentors use tools in their toolbox: Laquita : Self-Talk and Timeouts Matt : Timeout and perspective Self-Talk when heated Katie : Mindfulness exercises and greater intimacy Jim : Daily anger managed with behavioral, cognitive, and communication techniques	
Educate: Personalized Anger Control Plan (7:4, 7:5, 7:6, 7:7, 7:8, 7:9, 7:10, 7:11)	Explain the importance of having an individualized Anger Control Plan. Identify social supports in the Veteran's world who may be able to help. Review the goals, triggers, warning signs, and possible tools in Scott's Anger Control Plan. Discuss how Scott built his plan using his Learning Log inputs. Review and discuss the additional sample plans (7:11).	When reviewing triggers (7:7) and warning signs (7:8), try to identify themes for the Veteran (e.g., tired, hungry, unmet needs or expectations). Highlight that Anger Control Plans can develop over time, as Veterans become more aware of additional triggers, warning signs, and helpful tools.
Request: Anger Control Plan (7:12, 7:13)	Build and personalize plan together based on the Veteran's Learning Log assignments. Review previous and additional goals/motivations for change, triggers, warning signs, behavioral and cognitive tools (note conflict resolution option is housed within cognitive tools).	If appropriate, include assertiveness skills. Use Assertive Communication Tip Sheet .
Request: "What's next?" (7:14)	To prepare for Module 8, watch the video on this slide to learn about the support a Veteran Mentor received after completing an anger management program.	

MODULE 8:

MAKING IT WORK

Module 8 features the Veteran Mentors talking about how they currently use AIMS tools. This final module encourages Veterans to continue improving their skills, plan for challenges, and identify additional resources.



MODULE 8 LEARNING OBJECTIVES

- Encourage ongoing work to maintain and improve anger management skills
- Explain the need to plan for challenges and setbacks
- Identify additional resources or support

VIDEOS

- [Matt Jensen—Inner Peace](#)
- [Robert Adair—Huge Strides](#)
- [Ray Manzano—Get Help](#)
- [Mary “Katie” Weber—Support](#)
- [Laquita Holloway—A Person Like Me](#)
- [Dennis Keefe—It Works](#)
- [David Hawley—You have to want it](#)
- [Steve Wiegert—Short term pain for long term gain](#)
- [Jim O’Neil—Give it a Shot](#)
- [Dr. Patrick Reilly—Farewell Message](#)

INTERACTIVITIES

- [How Do You Feel](#)
- [Making It Work](#)
- [Time and Practice](#)

“The indispensable first step to getting the things you want out of life is this: Decide what you want.”

—Ben Stein, *American Actor, Lawyer, and Writer*

MODULE 8: FACILITATE

Engage

Introduce Module 8 by watching some or all Veteran Mentor videos on [Slide 2](#) together (total of 6 minutes). Discuss how AIMS skills have helped each of the Veteran Mentors improve their lives. Note how several Veterans describe a long-term, ongoing commitment to working on their AIMS skills. Point out that many report going through the program more than once.

Educate

Preview this key point that the Veteran will learn in Module 8.

- Making it work—*Module 8 is the final module in the AIMS course. It offers tips for keeping your skills sharp, staying motivated, visualizing success, planning for challenges, and dealing with relapses when they happen.*

Request

Ask the Veteran to select the response on [Slide 4](#) that best fits how they feel about their anger now that they've completed the course. The response selection determines the information that is presented on Slide 5 through the end of Module 8. Request that they also review the slides that follow their response and be prepared to discuss next steps.

MODULE 8: FOLLOW UP

Discuss

The next time you see the Veteran, consider these suggestions for Module 8 follow up:

- [Slide 4](#) Response—Ask the Veteran how they responded.
- Noticed a Difference—Offer congratulations and review the information on [Slide 5](#) and [Slide 6](#) for maintaining progress and preventing relapse. Discuss how the Veteran plans to:
 - Keep skills sharp
 - Stay motivated
 - Visualize success
 - Build a support network
 - Prevent relapses
 - Deal with relapses
- Not Any Better—Offer encouragement, explain that managing anger takes practice, and note how many of the Veteran Mentors describe working on their skills for years or taking the course more than once.

- [Slide 5](#): Go through the assessment questions about time and practice. Evaluate and revise the components of the Veteran's Anger Control Plan together. Reflect with the Veteran on their progress and consider whether a referral or other follow-up options are needed.

Additional Module 8 support suggestions are available in the chart below.

AIMS MODULE 8: SLIDE-BY-SLIDE GUIDANCE

Module 8: Making It Work

Slide Components (module #/slide #)	Discussion and Support Suggestions	Additional Considerations
Engage: Quote (8:1)	Bring the Veteran into the present by having them take a few deep breaths. If it seems appropriate, ask them to share their thoughts about the quote.	
Engage: Veteran stories and preview of Module 8 objectives (8:2 , 8:3)	Have the Veteran watch each story and discuss how Veteran Mentors use tools in their toolbox. Ask the Veteran to note strategies that appeal to them. Review the purpose of Module 8.	
Request: Anger assessment (8:4)	Have the Veteran select the statement that best describes how they currently feel about their anger.	The response selection determines the information that is presented on Slide 5 through the end of Module 8.
Educate: Considerations for success (8:5 , 8:6 , 8:7)	If the Veteran noticed a difference on Slide 4: Review the information on 8:5 and 8:6 and discuss how to keep skills sharp, stay motivated, visualize success, and prevent or deal with relapses. Discuss the Veteran's support system moving forward.	
Engage: Congratulations and video of Dr. Reilly (8:8)	Watch Dr. Reilly's farewell video together and encourage completion of the survey.	If possible, create certificate of completion to reinforce participation and progress.
Educate: Considerations for non-success (8:5 , 8:6 , 8:7)	If the Veteran did not notice a difference on Slide 4: Review the components of the Veteran's Anger Control Plan together (8:5). Reflect with the Veteran and consider whether to request a repeat of AIMS course content or make a referral. A link to the VA Locator tool is provided on the final slide (8:7).	

AIMS

Anger & Irritability Management Skills

ONLINE PROGRAM

www.VeteranTraining.va.gov/AIMS

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VA



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Veterans Health Administration